

Standard 1: PERFORMANCE STANDARDS FOR EDUCATION PROFESSIONALS: The unit ensures that candidates possess the knowledge, skills, and competencies defined as appropriate to their area(s) of professional responsibility.

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
1.	Candidates for teacher certification have completed general studies courses and experiences in the liberal arts and sciences, including fine arts, communications, history, literature, mathematics, philosophy, the sciences and the social sciences. (MoSTEP 1.1.1)		1.	General education requirements are limited and exhibit gaps in the liberal arts and sciences preparation.			
2.	Candidates for teacher certification have completed general studies courses and experiences emphasizing multi-cultural and global perspectives. (MoSTEP 1.1.2)		2.	General studies courses and experiences lack or exhibit gaps in multi-cultural and global perspectives.			
3.	Curriculum matrices and course syllabi verify that each professional education program in the unit teaches the state-approved content knowledge, pedagogical, and/or professional competencies for its respective category of professional certification (e.g., teacher, administrator, counselor, library media specialist, etc.). (MoSTEP 1.2, 1.3, 1.4, 1.5)		3.	Curriculum matrices do not consistently verify that all appropriate competencies are addressed in the respective programs for certification. Alternatively, curriculum matrices are not provided for a significant number of certification programs. [NOTE: Standard 1, as a whole, cannot be MET if either of these conditions is found to be true.]			
4.	Documentation provided by the unit from a combination of required assessments verifies that candidates are prepared to assume all professional responsibilities in their respective areas of certification . Required data sources include: <ul style="list-style-type: none"> GPA's and transcripts; summative quality indicator-based assessment(s); summative field/clinical performance; standardized entrance test scores; standardized exit test scores; assessment(s) of candidates' impact on PK-12 achievement; standards-based surveys of graduates; and standards-based surveys of employers of graduates. 		4.	Data from the combination of required assessments reveal a trend of cohorts not consistently qualified to assume their professional responsibilities. and/or The unit does not provide evidence of having sufficient assessments and/or data to verify candidate competence. [NOTE: Standard 1, as a whole, cannot be MET if either of these conditions is found to be true.]			
5.	A combination of the above primary data sources are corroborated by interviews of faculty in the unit/institution and school-based personnel.		5.	The implications of primary data sources are not corroborated by interviews of s faculty in the unit/institution and school-based personnel.			
6.	Evidence provided by the unit ensures that candidates have completed the course/credit-hour requirements and field/clinical experiences required by the certificate for which they are recommended.		6.	Verification of candidates having completed the course/credit-hour requirements and field experiences required by the certificate for which they are recommended is haphazard and inadequate. Alternatively, candidates are not consistently required to meet all DESE course/credit-hour requirements. [NOTE: Standard 1, as a whole, cannot be MET if either of these conditions is found to be true.]			
TOTAL SCORE FOR STANDARD 1							

DETERMINING THE SCORE FOR STANDARD 1

- For each indicator, determine the degree to which the unit exhibits evidence that it is MET or NOT MET (i.e., a "high" MET = 4; a "low" MET = 3; a "high" NOT MET = 2; a "low" NOT MET = 1; no information provided = 0); record a score (IN WHOLE NUMBERS ONLY) in the far-right column.
- Total the scores assigned to each indicator. If the total score is at least 18, and no indicator has a score of 0, the standard is MET.
- Verify that indicators 3, 4 and 6 are MET; if either indicator 3, 4 or 6 is NOT MET, then the whole of Standard 1 is NOT MET.

Standard 2: PROGRAM and CURRICULUM DESIGN (Initial and Advanced): The unit has high quality professional education programs derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institution's mission, and continuously evaluated.

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
1.	The Conceptual Framework(s) is collaboratively developed, written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community. (MoSTEP 2.1)		1.	No clearly defined or written Conceptual Framework presently exists; alternatively, while the Conceptual Framework may be written, it is neither widely articulated, nor is it shared within the professional community. While public school colleagues or other faculty of the institution may be aware of the Framework, they were not consulted in its development and/or have not been consulted in evaluating and/or revising it.			
2.	The Conceptual Framework meets the following minimum specifications (MoSTEP 2.1.1 – 2.1.4): <ul style="list-style-type: none"> It is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge. It includes a philosophy and purposes; provides an associated rationale for course work and field experiences; contains assessment statements of desired results for candidates; and provides criteria for program evaluation. It reflects multi-cultural and global perspectives. The specifically cited knowledge bases upon which it is written rest on established and contemporary research, the wisdom of effective practice, and emerging education policies and practices. 		2.	The Conceptual Framework does not meet all of the minimum specifications.			
3.	All professional education programs clearly reflect the unit's mission and conceptual framework. (MoSTEP 2.2)		3.	Goals and objectives of individual professional education programs are inconsistent with unit's mission and/or its Conceptual Framework.			
4.	The unit's programs exhibit the characteristics of High Quality Programs (MoSTEP 2.2) <ul style="list-style-type: none"> Curriculum design and course syllabi are coherent; Quality indicators, Subject Specific Competencies, and certification requirements influence the design, implementation, and evaluation of courses and field experiences; Candidate performance and unit/program assessments provide evidence testifying to achievement of each Quality Indicator identified for the type of program (e.g., teacher, school leader, school counselor, school library/media specialist). Diversity elements are infused throughout the curriculum; research-based strategies provide candidates with knowledge and skills for closing achievement gaps in Missouri schools. Technology knowledge and skills are infused throughout the curriculum. 		4.	Programs do not consistently exhibit the characteristics of High Quality Programs. [NOTE: Standard 2, as a whole, cannot be MET if this is found to be true.]			
5.	The unit and its programs have a clearly identified, valid, fair, and unbiased assessment system, defined minimally as exhibiting the following: (MoSTEP 2.3) <ul style="list-style-type: none"> All members of the professional community regularly and systematically interact over candidate, program, framework, and unit-wide assessment information. The system operates in a fair, valid, unbiased manner; the unit (or significant numbers of programs) regularly evaluates the inter-rater agreement among scores and ensures that the chosen rubrics, assessments, assignments, etc., are measuring what they are intended to measure. The unit has adopted/developed and implemented an information technologies system 		5.	The unit lacks a clearly identified, valid, fair, and/or unbiased assessment system; alternatively, while the unit may have described an assessment system, it is not consistently implemented across the unit's programs. [NOTE: Standard 2, as a whole, cannot be MET if this is found to be true.]			

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
	<p>to manage and report all components of the system.</p> <ul style="list-style-type: none"> The system provides for the collection, analysis and use of data from applicants', candidates' and graduates' performance, and program/unit operations to inform decisions with regard to improvement. The unit collects data from candidates, recent graduates, employers, and other members of the professional community. Follow-up data are provided for each certification program. 						
6.	The unit implements a schedule for the review of its conceptual framework and of its candidate, program, and unit-wide data; the results of the reviews are used to improve and/or enhance program effectiveness and are regularly shared with all significant members of the professional community. (MoSTEP 2.3.3)		6.	The unit has but does not implement or does not have a clear schedule for the review of its conceptual framework or of candidate, program, and unit-wide data; while unit faculty may analyze data, other members of the professional community may not be involved. Moreover, while evaluation data may be gathered, they do not appear to be an integrated part of unit and program evolution.			
7.	The unit assesses the impact of its candidates, faculty and programs on PK-12 education; further, the unit uses this information to inform the conceptual framework, preparation curricula, and professional development opportunities. (MoSTEP 2.4)		7.	The unit does not have a formal means by which it assesses the impact of its candidates and programs on PK-12 education; alternatively, any information the unit might gather is not used to improve programs.			
8.	Data from the unit's defined assessment system are aggregated, and they are clearly and accurately presented. (MoSTEP 2.2 & 2.3)		8.	Data are either not aggregated for easy access, are difficult to understand, and/or are inaccurately presented.			
9.	All data are mapped back to the Quality Indicators and Subject Specific Competencies appropriate to each program. (MoSTEP 2.2 & 2.3)		9.	The unit and its programs may present data, but they are either not correlated with the Quality Indicators and Subject Specific Competencies appropriate to a program or are so difficult to connect as to invalidate the assertion of alignment to the requirements.			
10.	Programs for certification (including those for alternative or add-on certification) satisfy DESE course/credit-hour requirements. (MoSTEP 2.2 & 2.3)		10.	Programs for certification do not consistently satisfy DESE course/credit-hour requirements.			
				[NOTE: Standard 2, as a whole, cannot be MET if this is found to be true.]			
TOTAL SCORE FOR STANDARD 2							

DETERMINING THE SCORE FOR STANDARD 2

- For each indicator, determine the degree to which the unit exhibits evidence that it is MET or NOT MET (i.e., a "high" MET = 4; a "low" MET = 3; a "high" NOT MET = 2; a "low" NOT MET = 1; no information = 0); record a score (IN WHOLE NUMBERS ONLY) in the far-right column.
- Total the scores assigned to each indicator. If the total score is at least 30, and no indicator has a score of 0, the standard is MET.
- Verify that indicators 4, 6 and 10 are MET; if either indicator 4, 6 or 10 is NOT MET, then the whole of Standard 2 is NOT MET.

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Standard 3: FIELD EXPERIENCES AND CLINICAL PRACTICE (Initial and Advanced): The unit ensures that field experiences for initial and advanced programs are well-planned, early, on-going, integrated into the program sequence, of high quality, and continuously evaluated.

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
1.	Field experiences, including student teaching and/or internships, are based on clearly stated criteria for selecting those experiences; experiences provide candidates with early and on-going opportunities to relate principles and theories to actual practice. (MoSTEP 3.1)		1.	Although some field experiences are prescribed, they tend to occur late in candidates' preparation and/or they tend to be isolated from the preparation curriculum. Moreover, the unit uses no clearly stated criteria for selecting the field experiences (including student teaching and/or internships) relative to their capacity to provide candidates with opportunities to relate principles and theories to actual practice.			
2.	Field experiences are varied and include study and practice in schools with diverse populations in terms of age, gender, culture, language, race/ethnicity, socio-economic status, special abilities/disabilities, etc.(MoSTEP 3.1)		2.	Field experiences lack variety and rarely (or only superficially) include study and practice in communities which include students of different ages and with culturally diverse and exceptional populations.			
3.	Field and clinical experiences encourage reflection by candidates and include feedback from a variety of sources close to the candidates' work, including higher education faculty, PK-12 school faculty, administrators, students and peers.(MoSTEP 3.2)		3.	Field experiences elicit limited or superficial reflection from candidates. Little or no feedback is provided to candidates from individuals close to their work.			
4.	Clinical practices allow candidates to experience all duties and responsibilities of the professional role for which they are preparing. (MoSTEP 3.3)		4.	Clinical experiences allow candidates to experience only a narrow range of the duties and responsibilities of the professional role for which they are preparing.			
5.	Professional education faculty members collaborate with public school colleagues to design and evaluate clinical and other field-based experiences.(MoSTEP 3.4)		5.	There is little or no collaboration between higher education and the public schools on the design and evaluation of clinical and other field-based experiences; public school colleagues tend to host students rather than collaboratively design and evaluate the students' experiences.			
6.	The unit collaborates with PK-12 schools to provide quality clinical sites in which candidates may develop the knowledge and skills required for their area(s) of responsibility. (MoSTEP 3.4)		6.	The unit provides clinical sites of inconsistent and/or questionable quality that do not allow candidates to adequately develop the knowledge and skills required for their area(s) of responsibility.			
7.	The unit evaluates clinical sites at least annually.(MoSTEP 3.4)		7.	Little or no overt assessment of clinical sites occurs; alternatively, while the unit may be evaluating clinical sites, it is not (or is not consistently) doing anything with the information.			
8.	Clinical practice is accomplished in the certification area(s) and grade range(s) being sought by the candidate.(MoSTEP 3.5)		8.	Clinical practice is not always in the certification area(s) and grade range(s) being sought by the candidate. [NOTE: Standard 3, as a whole, cannot be MET if this is found to be true.]			
9.	Clinical practice is performed under the supervision of a qualified cooperating teacher/mentor and a qualified faculty supervisor from the institution's professional education program.(MoSTEP 3.5)		9.	Cooperating teachers/mentors are certified in area(s) different from the certification sought by the candidate; faculty supervisors are not appropriately qualified. [NOTE: Standard 3, as a whole, cannot be MET if this is found to be true.]			
10.	Candidates seeking certification(s) for more than one grade range or developmental level are assigned field experiences and/or clinical practice in accordance with applicable state certification requirements. (MoSTEP 3.5.3)		10.	Candidates seeking certification(s) for more than one grade range or developmental level do not consistently complete all required field experiences for those grade/developmental levels.			
11.	The unit has a written policy to permit alternative clinical practice for candidates in lieu of conventional student teaching in accordance with Mo. Rev. Stat. ' 168.400 (2005) and Mo. Code Regs. 5 CSR 80-805.040 (MoSTEP 3.6)		11.	The unit does not have a written policy to permit alternative clinical practice for candidates in lieu of conventional student teaching. [NOTE: Standard 3, as a whole, cannot be MET if this is found to be true.]			
TOTAL SCORE FOR STANDARD 3							

DETERMINING THE SCORE FOR STANDARD 3

- For each indicator, determine the degree to which the unit exhibits evidence that it is MET or NOT MET (i.e., a "high" MET = 4; a "low" MET =3; a "high" NOT MET = 2; a "low" NOT MET = 1; no information = 0); record a score (IN WHOLE NUMBERS ONLY) in the far-right column.
- Total the scores assigned to each indicator. If the total score is at least 33, and no indicator has a score of 0, the standard is MET.
- Verify that indicators 8, 9 and 11 are MET; if **any** of these are NOT MET, then the whole of Standard 3 is NOT MET.

Standard 4: COMPOSITION, QUALITY, AND COMPETENCE OF STUDENT BODY (Initial and Advanced): The unit has and implements plans to recruit, admit, and retain a diverse student body who demonstrate potential for professional success in schools.

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
1.	<p>The institution and the unit implement policies that commit scholarships, outreach efforts, and other human and financial resources to ensure a diverse candidate pool (e.g., individuals of diverse economic, cultural, racial, gender, and linguistic backgrounds, and individuals with disabilities) with acceptable academic and other qualifications:</p> <ul style="list-style-type: none"> • The institution has and implements written policies with resources explicitly devoted to recruiting, admitting, and retaining a diverse student body. • Effort and success in meeting institutional goals for recruiting candidates from diverse backgrounds are evaluated annually, and steps are taken to strengthen, as necessary, plans for future efforts. • The unit has an admission policy for non-traditional and transfer students, including mutually approved institutional articulation agreements with Missouri community colleges. • The unit monitors professional education admission decisions to ensure that the published admissions criteria are equitably applied to all applicants. (MoSTEP 4.1) 		1.	<p>The institution and/or the unit appear not to commit the efforts or resources (although either may claim such a commitment) necessary to attract a diverse (e.g., individuals of diverse economic, cultural, racial, gender, and linguistic backgrounds, and individuals with disabilities) and/or academically qualified candidate pool. The institution and/or the unit may not formally evaluate recruitment and retention policies and/or may fail to act upon any data gathered.</p>			
2.	<p>A comprehensive system is used to assess the qualifications of candidates seeking admission. (MoSTEP 4.2)</p> <ul style="list-style-type: none"> • The criteria for admission to undergraduate, graduate, and post-baccalaureate initial teacher professional preparation programs include a comprehensive (i.e., multiple forms of data) assessment of academic proficiency (including basic academic subjects and written/oral communications), faculty recommendations, biographical information, and successful completion of any prior college/university course work with at least a 2.5 cumulative grade point average (GPA) on a 4-point scale, and background checks for felony conviction(s). • The criteria for admission to advanced programs include an assessment of academic proficiency (e.g., MAT, GRE, GPA, etc.), faculty recommendations, records of competence and effectiveness in professional work, and graduation from a regionally accredited college/university and appropriate background screening. • The unit applies its admission policy for all of the following categories of students: a) transfer students, b) non-traditional students, and c) diverse students 		2.	<p>Candidate qualifications are assessed by a narrow range of data (e.g., GPA or test scores alone) and/or individuals (e.g., unit advising staff alone); candidates are allowed admission into programs without having completed required assessments; alternatively, while policies may be consistent with requirements and the measures may be varied, admission decisions are being made in violation of the requirements.</p>			
3.	<p>The unit establishes and publishes a set of criteria/outcomes for candidates in each professional education program consistent with professional competencies for the respective category of educator certification. (MoSTEP 4.3; 4.3.4; 4.4.1)</p>		3.	<p>The unit has not established and/or has not published criteria/outcomes for candidates in each professional education program consistent with professional competencies for the respective category of educator certification</p>			
4.	<p>The unit uses developmentally-appropriate assessments and data from multiple sources at significant transition-points to determine whether candidates have prerequisite knowledge and skill to advance to the next program level. (MoSTEP 4.3.1)</p>		4.	<p>Monitoring of candidate progress is not systematic or on-going and tends to be the responsibility of individuals not actively involved in the candidate's instruction. Assessment data are limited and quantitative (e.g., GPA or course grades alone); benchmarks are not qualitatively performance-based, i.e., developmentally appropriate variations on performance expectations for the certificate.</p>			
5.	<p>The unit ensures that those who are not able to demonstrate proficiency at any transition point have opportunities appropriate to their individual learning needs to increase their level of proficiency. (MoSTEP 4.3.1)</p>		5.	<p>The unit does little or nothing to ensure that those who are not able to demonstrate proficiency at any transition point have opportunities appropriate to their individual learning needs to increase their level of proficiency.</p>			

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
6.	The unit systematically monitors and formatively assesses the progress of candidates toward program goals; each program includes multiple, developmental, and diverse opportunities for growth. (MoSTEP 4.3)		6.	The unit uses at most only the state-mandated entrance or exit tests and GPA to determine the competency of candidates. Alternatively, some programs might not be adhering to unit policy regarding formative assessments.			
7.	The unit ensures that candidates receive appropriate academic and professional advisement throughout their professional education programs. (MoSTEP 4.3.5)		7.	The unit does little with or is inconsistent in the area of academic or professional advisement with any analysis of formative information gathered.			
8.	Candidates' mastery of stated exit criteria or outcomes is measured through the use of multiple assessments, such as a culminating experience, portfolios or other work samples, observed performance in schools, surveys, standardized tests, etc. The assessments include measures of <ul style="list-style-type: none"> • content knowledge assessments required for state certification/licensure; • at least one additional indicator of content knowledge; • the candidate's ability to plan instruction, or (for non-teaching fields) to fulfill other identified professional responsibilities; • the candidate's performance in clinical practice (student teaching, internship, etc.); and • the candidate's impact on PK-12 student learning, or (for non-teaching fields) ability to create supportive learning environments. (MoSTEP 4.4.2) 		8.	Candidates' mastery of stated exit criteria/outcomes are not measured through multiple forms of assessment; alternatively, the combination of multiple assessments may not exhibit the required measures: <ul style="list-style-type: none"> • content knowledge assessments required for state certification/licensure; • at least one additional indicator of content knowledge; • the candidate's ability to plan instruction, or (for non-teaching fields) to fulfill other identified professional responsibilities; • the candidate's performance in clinical practice (student teaching, internship, etc.); and • the candidate's impact on PK-12 student learning, or (for non-teaching fields) ability to create supportive learning environments. <p>[NOTE: Standard 4, as a whole, cannot be MET if this is found to be true.]</p>			
9.	The unit provides convincing summative evidence that candidates completing educator preparation programs have attained knowledge and skills, in accordance with the professional competencies in Standard 1 for the respective category of educator certification and have demonstrated such knowledge and skills with various types of learners in a variety of settings. Assessments reflect the appropriate Quality Indicators from Standards 1.2 - 1.5, and the unit verifies the validity and reliability of the evidence. (MoSTEP 4.4.3)		9.	The unit does not provide convincing summative evidence that candidates recommended for licensure have attained the knowledge and skills required for their category of certificate. <p>[NOTE: Standard 4, as a whole, cannot be MET if this is found to be true.]</p>			
10.	The unit recommends for certification only those candidates who have achieved a grade point average of at least 2.5 (on a 4.0 scale) overall and in the major area of study and have successfully completed the exit assessment prescribed by the Missouri State Board of Education and other summative assessments required by the unit and its programs. (MoSTEP 4.4.4)		10.	The unit exhibits a pattern of recommending candidates for certification without having met state-mandated GPA requirements and/or without having successfully completed the state- or unit-mandated exit assessment(s). <p>[NOTE: Standard 4, as a whole, cannot be MET if this is found to be true.]</p>			
11.	The unit provides follow-up support for its first- and second-year education professionals who are employed in Missouri schools. Mo. Rev. Stat. ' 168.400 (2005). (MoSTEP 4.5)		11.	The unit does little or nothing to provide follow-up support to its graduates during their first two years of service. <p>[NOTE: Standard 4, as a whole, cannot be MET if this is found to be true.]</p>			
TOTAL SCORE FOR STANDARD 4							

DETERMINING THE SCORE FOR STANDARD 4

- For each indicator, determine the degree to which the unit exhibits evidence that it is MET or NOT MET (i.e., a "high" MET = 4; a "low" MET = 3; a "high" NOT MET = 2; a "low" NOT MET = 1; no information = 0); record a score (IN WHOLE NUMBERS ONLY) in the far-right column.
- Total the scores assigned to each indicator. If the total score is at least 33, and no indicator has a score of 0, the standard is MET.
- Verify that indicators 8, 9, 10 and 11 are MET; if any of these are NOT MET, then the whole of Standard 4 is NOT MET.

Standard 5: FACULTY QUALIFICATIONS, COMPOSITION OF FACULTY, FACULTY DEVELOPMENT, FACULTY RESPONSIBILITIES, AND QUALITY OF INSTRUCTION (Initial and Advanced): Professional education faculty are qualified for their assignments, recruited from diverse populations, and model effective professional practices in teaching, scholarship and service.

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
1.	Professional education faculty, including adjunct and clinical faculty, are qualified for their assignments; i.e., they have earned an appropriate advanced degree and/or have exceptional expertise in the content, skill areas, and/or grade range for which they teach or supervise candidates. (MoSTEP 5.1.1)		1.	Faculty (regular, adjunct and clinical) are hired and assigned to positions for which they are not clearly qualified. While policy (e.g., Faculty Handbook) may stipulate credentials, practices in the unit or across the institution may have assigned faculty with inappropriate degrees and/or limited or inappropriate experience to teach or supervise candidates.			
2.	Professional education and clinical faculty have knowledge and experiences related to preparing candidates to work with students from diverse backgrounds, including students with exceptionalities. (MoSTEP 5.1.2)		2.	While unit faculty may hold appropriate credentials, they may not reveal depth of experience or knowledge of the most current, research-based theory and practice needed to prepare candidates to work with students of diverse backgrounds or exceptionalities.			
3.	The unit ensures that professional education faculty are selected in accordance with the institution's recruiting and employment policies. The institution has and implements written policies with resources devoted to recruiting, hiring, and retaining a diverse faculty. (MoSTEP 5.2.1)		3.	The institution and/or the unit appear not to commit the efforts or resources necessary to attract a diverse faculty pool; alternatively, the institution and/or the unit may not devote sufficient resources and/or attention to retaining qualified faculty once they are hired.			
4.	The unit's efforts and success in meeting institutional goals for recruiting a diverse faculty are evaluated annually, and steps are taken to strengthen future efforts. (MoSTEP 5.2.2)		4.	The institution and the unit may have policies for recruiting, hiring, and retaining diverse faculty, but the policies are not consistently implemented in the unit's strategic planning.			
5.	Part-time or adjunct faculty are employed on a limited basis when it is determined that they can benefit the unit or its programs. (MoSTEP 5.2.3)		5.	The unit relies too heavily on part-time, adjunct faculty, who may not possess credentials (degrees, experiences) relevant to their assignments.			
6.	Work load policies and assignments accommodate faculty involvement in teaching, scholarship, and service, including working in PK-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities. (MoSTEP 5.3.1)		6.	Across the unit, expectations for faculty involvement in scholarship and service may hamper effective teaching; alternatively, heavy teaching or supervising assignments, overloads, or off-campus appointments may prevent faculty from attending to their own professional development, scholarship and/or service. Service may focus on campus committees to the exclusion of service to either the PK-12 or content community.			
7.	The institution supports and promotes faculty development, and the unit has a systematic, comprehensive, and written plan for such experiences. (MoSTEP 5.4)		7.	Either the institution or the unit appears not to have a systematic, comprehensive, and written plan for promoting faculty development.			
8.	The institution has policies, resources and practices to ensure that faculty members are growing professionally through advanced study, scholarly inquiry, and participation in activities closely related to their instructional assignment (e.g., active involvement in local, state, national, and/or international professional associations in their area(s) of expertise and assignment). (MoSTEP 5.4.1 – 5.4.2)		8.	The institution appears to award assistance for professional development opportunities disproportionately. Alternatively, while the institution or the unit may have a written plan for its members' professional development, it commits limited and possibly insufficient resources to implementing that plan. Significant numbers of faculty (either full- or part-time) are not involved in local, state, national, and/or international professional associations in their area(s) of expertise and assignment.			
9.	Faculty teaching or supervising candidates in professional education further their professional development through periodic, direct personal involvement in the PK-12 public schools, as required by Mo. Rev. Stat. ' 168.400.3 (2005) (MoSTEP 5.4.3)		9.	Significant numbers of faculty responsible for preparing education professionals do not participate in periodic direct personal involvement in PK-12 public schools. [NOTE: Standard 5, as a whole, cannot be MET if this is found to be true.]			
10.	Faculty are regularly evaluated in terms of teaching, scholarship, and service. Data/information regarding teaching quality are used in faculty improvement. (5.4.4)		10.	While faculty teaching, scholarship, and service may be evaluated, information from such evaluation is either not used to determine and promote professional development or is done so inconsistently. Teaching and student performance may not be given much weight in evaluating faculty performance. Information on teaching quality may be collected (e.g., student-completed course evaluations), but little use is made of the information for faculty			

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
				improvement.			
	11. Data/information (e.g., student evaluations) on teaching quality in the unit and/or across the institution indicates high-quality teaching that is consistent with the conceptual framework(s), and reflects current research and effective practices, including the use of technology and awareness of the impact of diversity and/or exceptionalities among students. (MoSTEP 5.5)			11. Data/information on teaching in the unit and/or across the institution indicates that instruction is not based on current research and effective practices in teaching, learning, and/or assessment (e.g., in terms of instructional practices or models/approaches to learning; modeling critical thinking/problem-solving strategies, professional dispositions advocated by the unit's conceptual framework, etc). Relatively few faculty model effective use of technology in their teaching; relatively few faculty appear to acknowledge diversity and exceptionality among their students.			
TOTAL SCORE FOR STANDARD 5							

DETERMINING THE SCORE FOR STANDARD 5

1. For each indicator, determine the degree to which the unit exhibits evidence that it is MET or NOT MET (i.e., a “high” MET = 4; a “low” MET =3; a “high” NOT MET = 2; a “low” NOT MET = 1; no information = 0); record a score (IN WHOLE NUMBERS ONLY) in the far-right column.
2. Total the scores assigned to each indicator. If the total score is at least 33, and no indicator has a score of 0, the standard is MET.
3. Verify that indicator 9 is MET; if this indicator is NOT MET, Standard 5 is NOT MET.

Standard 6: GOVERNANCE, ORGANIZATION, AUTHORITY (Initial and Advanced): Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution's mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
1.	Control of the institution resides in a board of trustees or an otherwise designated board. The governing board establishes institutional philosophies and policies which promote sound educational programs. All policy decisions are recorded in writing. (MoSTEP 6.1)		1.	The institution may have a designated board, but actual control of the institution may reside and be exercised outside the board's reach. Decisions appear to be founded on priorities other than those supporting sound educational programs (e.g., rapid growth or revenue-generation over development of high quality programs).			
2.	A president, or an otherwise designated chief administration officer, makes provision for the performance of administrative functions affecting professional education programs. (MoSTEP 6.2)		2.	The unit's administrative functions are borne by one or a small group of individuals whose additional responsibilities make it difficult for them to administer the unit efficiently and/or sufficiently.			
3.	The professional education unit is clearly identified, operates as a professional community, and has the responsibility, authority, and sufficient personnel to develop, administer, evaluate, and revise all professional education programs. (MoSTEP 6.3)		3.	The unit is difficult to identify in the organization of the institution, or it is a closed and/or loosely defined cohort of individuals that does not operate as a professional community, and is not sufficient to effectively and efficiently operate a professional education unit. Resources (i.e., time and individuals with appropriate expertise) are not available to support continuous improvement.			
4.	The unit has responsibility and authority in such areas as faculty selection, tenure, promotion, and retention decisions; recruitment of candidates, curriculum decisions; and the allocation of resources for unit activities. (MoSTEP 6.3.1)		4.	While documentation may indicate that the unit has responsibility and authority in such areas as faculty selection, tenure, promotion, and retention; recruitment of candidates, curriculum decisions and the allocation of resources for unit activities, interviews and/or other information argue to the contrary (e.g., an academic officer higher than the education unit head prevents the unit head from exercising his/her authority).			
5.	The institution dedicates sufficient ongoing resources (e.g., technology, support staff, etc.) to the unit's systematic collection, analysis, dissemination, and use of candidate, program, and unit assessment data. (MoSTEP 6.3.2)		5.	The institution fails to provide sufficient resources (e.g., technology, support staff, etc.) to support the unit's systematic collection, analysis, dissemination, and use of candidate, program, and unit assessment data.			
TOTAL SCORE FOR STANDARD 6							

DETERMINING THE SCORE FOR STANDARD 6

- For each indicator, determine the degree to which the unit exhibits evidence that it is MET or NOT MET (i.e., a "high" MET = 4; a "low" MET = 3; a "high" NOT MET = 2; a "low" NOT MET = 1; no information = 0); record a score (IN WHOLE NUMBERS ONLY) in the far-right column.
- Total the scores assigned to each indicator. If the total score is at least 15, and no indicator has a score of 0, the standard is MET.

Standard 7: PROFESSIONAL COMMUNITY (Initial and Advanced): The professional education community collaborates to improve programs for the preparation of school personnel and to improve the quality of education in the PK-12 schools.

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
1.	Faculty who teach general education courses, content-area courses, and professional education courses (on all instructional sites) collaborate regularly with each other and with educators in the public schools on the development, implementation and evaluation of PK-12 and professional education programs. (MoSTEP 7.1)		1.	Collaboration among faculty and other stakeholders is, at best, limited to occasional meetings, indicating that the unit or its programs appear not to value the input and regular participation of a diverse spectrum of the professional community. Alternatively, while collaboration might be occurring on one instructional site, it is not occurring consistently across all instructional sites. General education and content-area faculty have, at best, occasional contact with the PK-12 community and/or with unit faculty responsible for preparing candidates to teach their subject matter.			
2.	Candidates are provided opportunities to develop as professional educators via activities that may include, but are not limited to, participation in professional education organizations and attending professional conferences. (MoSTEP 7.2)		2.	Little or no evidence indicates that candidates participate in professional activities, organizations or other opportunities for professional development outside the unit's prescribed classes.			
3.	The unit collaborates with PK-12 schools to improve outcomes for PK-12 students and faculty, professional education candidates and faculty, and other stakeholders. (MoSTEP 7.3)		3.	While unit representatives may occasionally meet with PK-12 colleagues, there is little or no indication of a systematic effort to collaborate toward the improvement of PK-12 outcomes.			
TOTAL SCORE FOR STANDARD 7							

DETERMINING THE SCORE FOR STANDARD 7

- For each indicator, determine the degree to which the unit exhibits evidence that it is MET or NOT MET (i.e., a "high" MET = 4; a "low" MET = 3; a "high" NOT MET = 2; a "low" NOT MET = 1; no information = 0); record a score (IN WHOLE NUMBERS ONLY) in the far-right column.
- Total the scores assigned to each indicator. If the total score is at least 9, and no indicator has a score of 0, the standard is MET.

Standard 8: RESOURCES FOR OPERATING UNIT AND FOR SUPPORTING TEACHING AND LEARNING (Initial and Advanced): The unit has sufficient budget, facilities, equipment, and other resources to fulfill its mission, offer quality programs, and support teaching and scholarship of faculty and candidates.

4	The Standard is MET	3	2	The Standard is NOT MET	1	0	Score
1.	Budget trends over the last cycle and in future planning indicate adequate ongoing support for the unit and its professional education programs. (MoSTEP 8.1)		1.	The unit lacks budgetary resources to fulfill its missions and offer quality programs.			
2.	Resources are allocated to the unit and its programs in a manner that allows each program to reach expected outcomes. (MoSTEP 8.1)		2.	Unit funding appears to be proportionately less than other units on campus, based on the number of students served by the unit and the relative nature of its programs; alternatively, budgetary inequities may exist across instructional sites (e.g., insufficient full-time faculty on extension-site campuses).			
3.	Facilities and equipment are adequate, functional, and well maintained. Faculty have sufficient office, instructional, and other space to carry out their work effectively. (MoSTEP 8.2)		3.	Facilities and equipment are inadequate. Faculty office, instructional and other spaces are insufficient to carry out the work of the unit and its programs. Moreover, space may be inequitably distributed among faculty or across instructional sites.			
4.	Support of professional development is at least at the level of other units in the institution. (MoSTEP 8.3)		4.	Although campus, unit, and/or program policies may advocate professional development, funding is insufficient to realistically support these activities equitably across all campus units, particularly in the professional education unit and/or across unit instructional sites.			
5.	Faculty and candidates have training in or access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources to facilitate instruction or professional productivity. (MoSTEP 8.4)		5.	Faculty and candidates have little or no training in and/or access to education-related electronic information, video resources, computer hardware/software, etc. to facilitate instruction or professional productivity.			
6.	Instructional resources, including media, software and materials collections, are readily accessible; provide adequate scope, breadth, currency, and multiple perspectives; and are systematically reviewed and updated. (MoSTEP 8.5)		6.	Library/media collections are out-dated, accessible only during limited times (e.g., at times making them inconvenient to students, interns or instructors), or infrequently reviewed and updated, or are insufficient to adequately support the mission of the unit and its programs.			
7.	Sufficient library and technical staff are employed to support the institution's library and other instructional materials collections and the media/computer support operations. (MoSTEP 8.6)		7.	Library and/or other instructional or technical services are insufficiently staffed to adequately facilitate use of materials collections and/or support media/computer operations.			
TOTAL SCORE FOR STANDARD 8							

DETERMINING THE SCORE FOR STANDARD 8

- For each indicator, determine the degree to which the unit exhibits evidence that it is MET or NOT MET (i.e., a "high" MET = 4; a "low" MET = 3; a "high" NOT MET = 2; a "low" NOT MET = 1; no information = 0); record a score (IN WHOLE NUMBERS ONLY) in the far-right column.
- Total the scores assigned to each indicator. If the total score is at least 21, and no indicator has a score of 0, the standard is MET